



Woodland Senior High School

21 North West St. • Woodland, CA 95695-2611 • (530) 662-4678 • Grades 9-12

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Woodland Joint Unified School District

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School Description

At Woodland Senior High School, faculty, staff, parents and administration are committed to supporting and providing a safe and caring learning environment for all students. We provide a rigorous, standards-based curriculum and offer Advanced Placement courses in the areas of English, Foreign Language, Mathematics, Science, Social Science and Visual and Performing Arts. All students have the opportunity to enhance their required coursework with classes from our excellent elective programs. Elective classes are offered in Agriculture, Art, Child Development, Clothing, Computers, Drafting, Drama, Home Economics, Journalism, Music, Science, Social Science, Welding, Wood Technology, Construction, Engineering, and World Languages (French and Spanish).

When 9th grade students enter Woodland High School they are separated into 9th Grade Academies. These Smaller Learning Communities (SLC) were developed eight years ago to reduce the transition anxiety that middle school students can feel as they transition to the high school. Each Academy is led by a teacher leader that coordinates the case management of students. Teachers within each Academy share a common prep time in order to collaborate frequently around the needs of their students. By sharing a cohort of students, the larger high school environment becomes personalized. Four years ago we implemented four SLCs for students in grades 10-12: Arts & Communication, Engineering & Industrial Technology, Public Service and Science & Natural Resources. Our vision is to continue developing career pathways in each SLC that will provide students with specialized course offerings that will prepare students for their long term career goals. The successful model of our 9th Grade Academies serves as a guide for how we plan to refine the SLCs to personalize the educational experience of our students. For those students expressing an early interest in pursuing a major or career in Agriculture, there is an Agriculture and Environmental Science Academy embedded in the School of Science and Natural Resources.

To support students with excellence in achievement, we offer academic support through our Community Service Learning Center which is employed with many university students that tutor in the area of their major, a Library/Media Center with three computer labs, study hall after school, online credit recovery courses and many teachers host tutoring sessions in their classrooms before school, at lunch and after school. We work cooperatively with the Yolo County Office of Education, Woodland Community College, University of California, Davis and California State University, Sacramento to offer our students extended and supplemental learning experiences. These experiences are provided as field trips, workshops or programs such as AVID, Puente, EAOP (Early Academic Outreach Program) and ETS (Educational Testing Services). We are committed to increasing our number of college and career ready graduates. Our extra-curricular activities include athletics in fifteen sports, yearbook, more than twenty clubs, and study halls.

School Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 56,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes seven preschools, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served approximately 9,782 students in the 2018-2019 school year..

The school operates on a traditional calendar, and during the 2018-2019 school year about 1,325 students were enrolled in grades nine through twelve. Students are enrolled in a seven period day with an alternating week block schedule.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	347
Grade 10	311
Grade 11	324
Grade 12	343
Total Enrollment	1,325

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.6
Asian	3.2
Filipino	0.2
Hispanic or Latino	71.4
Native Hawaiian or Pacific Islander	0.6
White	20.3
Two or More Races	1.6
Socioeconomically Disadvantaged	64.8
English Learners	10.9
Students with Disabilities	14
Foster Youth	0.8
Homeless	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Woodland Senior High	17-18	18-19	19-20
With Full Credential	67	57	58
Without Full Credential	2	5	2
Teaching Outside Subject Area of Competence	2	5	1

Teacher Credentials for Woodland Joint	17-18	18-19	19-20
With Full Credential	♦	♦	413
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Woodland Senior High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Woodland Joint Unified School District held a Public Hearing on September 26, 2019 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in September 2019, regarding textbooks in use during the 2019-2020 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt, Rinehart, & Winston Literature & Language Arts Adopted 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Houghton Mifflin Big Ideas Integrated Math I, II, and III Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Benjamin Cummings Adopted 2002 Glencoe Adopted 2004 Holt, Rinehart & Winston Adopted 2001 Houghton Mifflin Adopted 2000 Prentice Hall Adopted 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Glencoe / McGraw Hill Adopted 2000 McDougal Littell Adopted 2000 Prentice Hall Adopted 2006 Pearson Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	Glencoe / McGraw Hill Adopted 2005 Heinle & Heinle Adopted 2006 Holt, Rinehart & Winston Adopted 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Health	Glencoe Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Woodland High School, originally constructed in 1971, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 93 classrooms, one library, one multipurpose room, one staff room, two gymnasiums, one "Little Theater" and amphitheater. Facility information is current as of October 9, 2019.

Cleaning Process

The Principal works daily with the custodial staff to ensure regular and continual maintenance of the school's physical environment.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At time of publication 100% of restrooms on campus were in working order.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/9/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Administration: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) lighting fixture or bulbs are not working or missing Commons: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) Lighting fixture or bulbs are not working or missing Room 1006: 4: (D) Ceiling tiles are stained Room 207: 4: (D) Ceiling tiles are stained 7: (D) Lighting fixture or bulbs are not working or missing Room 301: 4: (D) Ceiling tiles are stained Room 912: 4: (D) Ceiling tiles are stained Work Orders 38412, 38413, 38414, 38418, 38420, and 38421

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Administration: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) Lighting fixture or bulbs are not working or missing Commons: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) Lighting fixture or bulbs are not working or missing Room 1009: 7: (D) Lighting fixture or bulbs are not working or missing Room 1013: 7: (D) Lighting fixture or bulbs are not working or missing Room 201: 7: (D) Lighting covers are missing, damaged, or loose Room 207: 4: (D) Ceiling tiles are stained 7: (D) Lighting fixture or bulbs are not working or missing Room 212: 7: (D) Lighting fixture or bulbs are not working or missing Work Orders 38412, 38413, 38415, 38416, 38417, 38418, and 38419
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	46	58	40	43	50	50
Math	18	15	29	28	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	16.9	24.2	26.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	301	287	95.35	57.89
Male	158	149	94.30	53.02
Female	143	138	96.50	63.24
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	206	197	95.63	57.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	71	67	94.37	62.12
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	198	188	94.95	55.61
English Learners	39	35	89.74	17.14
Students with Disabilities	34	31	91.18	10.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	301	287	95.35	14.98
Male	157	148	94.27	15.54
Female	144	139	96.53	14.39
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	206	196	95.15	11.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	71	68	95.77	22.06
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	197	187	94.92	10.70
English Learners	39	37	94.87	2.70
Students with Disabilities	34	30	88.24	3.33
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

The school district benefits from extensive support from parents and community members. Woodland High School is proud of its many opportunities for parents to volunteer their time. These opportunities include classroom and project volunteers, speakers for classes and panels, field trip chaperones, fund raising, English Learner Advisory Committee (ELAC), Padres Unidos and School Site Council membership.

Contact Information

Parents who wish to participate in Woodland Senior High School's leadership teams, school committees, or become a volunteer may contact the school office at (530) 662-4678. Parents are also encouraged to participate in community forums at the district level and are able to attend Community and Family Engagement (CAFE).

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Safety of students is a priority of the school staff. Students are supervised throughout the day by administrators, campus supervisors, and staff members. Visitors to the school must check in at the office and wear a visitor's badge while on campus.

Woodland High School's Site Safety Plan is reviewed and approved each year by the School Site Council, which consists of administrators, teachers, counselors, classified staff, students, community members and parents. Key elements of the Safety Plan include procedures to address safety issues and emergency evacuation plans.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted on a regular basis throughout the school year, including fire, disaster and intruder drills. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available. The school safety plan is reviewed with staff each fall.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	7.9	6.5	5.9
Expulsions Rate	0.3	0.1	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.3	6.0	5.7
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	331.3

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.8
Social Worker	0
Nurse	.6
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0
Other	2.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	24	20	20	19	25	17	22	16	22	22	25	15
Mathematics	20	7	6	4	27	8	21	16	24	15	33	4
Science	25	8	12	10	26	10	13	11	25	10	11	13
Social Science	24	13	19	13	25	12	16	15	23	16	16	15

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. Teachers at each school receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. The development of a common district-wide instructional focus is allowing entry point for everyone to learn and stretch their practice. The focus of professional development has shifted to provide job-embedded coaching across multiple content areas to build capacity and focus on strengthening application of instructional strategies.

Woodland Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. During the school year and summer, staff have opportunities to complete professional development learning episodes and time to implement best practices learned. The professional growth occurring in Woodland Joint Unified School District has a heavy emphasis on collaboration with time reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Examples of recent Woodland Joint Unified School District professional learning include:

- Balanced Literacy and Guided Reading through Accelerated Literacy Learning, TK-6
- UC Davis Math Project: Focus on Conceptual Understanding, TK-12
- Ethnic Studies with the Acosta Group, Preschool-12
- UC Davis History Project: Understanding the History/Social Science Framework, TK-12
- Restorative Practices, TK-12
- Innovator Cohort: Google certification classes for teachers
- Universal Design for Learning (7-12)
- English Learner Shadowing (7-12)

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,236	\$49,084
Mid-Range Teacher Salary	\$64,833	\$76,091
Highest Teacher Salary	\$91,792	\$95,728
Average Principal Salary (ES)	\$107,223	\$118,990
Average Principal Salary (MS)	\$112,421	\$125,674
Average Principal Salary (HS)	\$124,016	\$137,589
Superintendent Salary	\$224,180	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	35%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Woodland Joint Unified School District spent an average of \$9,537 to educate each student (based on 2017-18 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2018-2019 school year, the District received State and federal funding for the following categorical, special education, and support programs: ASES, Counseling Grant, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Elementary Counseling Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Small Learning Communities, Partnership Academies

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Woodland Senior High School	2015-16	2016-17	2017-18
Dropout Rate	5	5.8	1.7
Graduation Rate	94	88.8	93.5

Rate for Woodland Joint Unified	2015-16	2016-17	2017-18
Dropout Rate	6.5	5.7	5.3
Graduation Rate	90.9	88.3	89.6

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	996
% of pupils completing a CTE program and earning a high school diploma	6.3%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	31%

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,667	\$1,042	\$6,625	\$69,874
District	N/A	N/A	\$7,609	\$69,150.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-13.8	3.3
School Site/ State	-6.1	-9.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	96.03
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	18.68

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	8	N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	6	N/A
All courses	23	20.9

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

Woodland High School offers CTE pathways in 6 industry sectors (Agriculture & Natural Resources; Building & Construction Trades; Education, Child Development & Family Services; Hospitality, Tourism & Recreation; Manufacturing & Product Development; and Transportation) that are aligned to the CTE model curriculum standards. Each pathway integrates rigorous academics, technical skills, work-based learning and support to help students develop the skills they will need to be successful in college and careers after high school. The pathways result in industry certifications, college credit, a-g credit or a combination of the three. All programs have an integral leadership program through an official Career Technical Student Organization and are informed by a local advisory committee that provides guidance on curriculum, technical standards and industry needs.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.